

eLearning Commission Action Plan-Revised July 5, 2012

Please find below an update on the status of the eLearning Recommendations as modified on April 5, 2012.

RECOMMENDATION	ACTION NEEDED/STATUS	RESPONSIBLE ENTITY	DUE DATE
Teaching and Learning			
1. Online Professional Development <p>The Governor directs the State Board of Education (SBE) and the Governor's Education Transformation Commission (GETC) no later than July 1, 2012 to adopt the Online Professional Development (OPD) guidelines for K-12 developed by the eLearning Commission and the LEARN NC quality standards for online professional development, which are based on the International Association for K12 online Learning(iNACOL) and Southern Regional Education Board (SREB) standards.</p> <p>The Governor also directs that these guidelines and standards be incorporated into the Race to the Top Professional Development Initiative plan and that the Teaching and Learning sub-committee of the eLearning Commission review the RttT Professional Development plan, prior to its implementation, for consistency with these guidelines and standards, for the effective use of eLearning statewide, and for coordination and alignment across P20.</p>	<p>Recommendations 1-3 address online professional development and were submitted to the SBE for action in August 2010.</p> <p>The eLearning Commission staff needs to follow up with the SBE and NCDPI to determine how this work will now move forward due to the changes with LEARN NC.</p> <p>Based on professional development evaluation of the current online PD being offered through RttT, the SBE needs to revisit this work no later than July 2012.</p>	<p>State Board of Education</p> <p>eLearning Commission staff</p>	<p>July 2012</p> <p>July 2012</p> <p>July 2013</p>
2. Efficiency and Sustainability of Professional Development <p>a. The Governor directs the SBE and GETC to ensure that the RttT Professional Development (PD) team uses the specific recommendations in the attached Professional Development document to ensure fiscal efficiency, local implementation, and sustainability at the local level for the RttT plan especially as it relates to online professional development.</p> <p>b. In order to ensure the effective use of eLearning, the General Assembly should also allocate funding to prepare all relevant personnel to support student success with e-Learning opportunities.</p>	<p>A recommendation was proposed to fund the establishment of a teacher professional development institute that would include online professional development. Funding was not secured and was not part of the commission's recommendation, however, grant funding is being sought to begin implementation of this effort.</p>		

<p>Funding through the RttT may provide a short strategy however, in order to sustain the professional development, a state recourse is needed.</p> <p>3. Common Core Standards The eLearning Commission recommends that eLearning be utilized eLearning to provide support and training for faculty, pre-service and in-service teachers, and administrators around Common Core and NC Essential Standards that have aligned K-12 standards with college and career readiness. Utilize resources developed thorough multi-state partnerships and ensure that Career and College Ready Common Core Standards (Reading and Math) for K-12 and workforce skills for the 21st Century are clearly articulated, understood, and aligned to the NC Community College System (NCCCS), NC Independent Colleges & Universities (NCICU) and University of NC General Administration (UNC-GA) admissions process and English and math entry-level curriculum.</p>	<p>The NC Community College System (NCCC System has received a grant to help coordinate the implementation of the Common Core Standards with the SBE, NCDPI and UNC-GA. A fulltime person has been hired to implement this work and has established a workplan for moving forward.</p>	<p>NCCCS</p>	<p>2014</p>
<p>4. Intellectual Property The Governor directs the UNC Board of Governors, the SBE, the NC State Board of Community Colleges, and the Independent Universities and Colleges to explore ways to encourage collaboration among P-20 faculty and staff in both development and sharing of digital learning materials. This exploration will extend to protecting intellectual property rights of faculty and staff through use of digital rights management and creation of permission-based collections, which may exist securely in federated Learning Object Repository(s) (LOR).</p>	<p>Follow up with University of North Carolina-General Administration (UNC-GA), North Carolina Community College System (NCCCS), North Carolina Independent Colleges and Universities (NCICU) by eLearning staff</p>	<p>UNC Board of Governors, State Board of Community Colleges and Independent Colleges and Universities</p>	<p>July 31, 2012</p>
<p>5. eTextbook and Interactive Digital Resources for Learning- SEE STATUS</p>	<p>The Governor directed the SBE to develop a plan for implementing this work to which they responded on April 1, 2012.</p>	<p>State Board of Education</p>	<p>April 2012</p>
<p>6. Increase College and Career Readiness For All Students The eLearning Chair directs the Teaching and Learning</p>	<p>*ACCOMPLISHED* This has been addressed through action</p>	<p>State Board of Education/State</p>	<p>On going</p>

<p>subcommittee to coordinate with the Developmental Education Initiative (DEI), through which the Department of Public Instruction (DPI), NCCCS, and UNC-GA are working together to revamp existing curriculum, integrate more effective formative assessments, and work across systems to build in better transitions to help ensure that all North Carolina students are career and college-ready. The Chair further directs the subcommittee to identify and coordinate with other major North Carolina initiatives that address college and career readiness for all students. In doing so, the eLearning Commission subcommittee will seek to encourage and support these initiatives to do the following:</p> <ul style="list-style-type: none"> • Further the use of eLearning to increase college and career readiness and decrease the need for developmental courses within NCCCS UNC, NCICU campuses. 	<p>of the General Assembly with Appropriations Act 2011-145 passed 6/16/11 (http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf) authorized in Section 7.1 Education Reform and Career and College Promise as well as the passage of SB 479 Testing in the Public Schools</p> <p>The new assessments approved by the General Assembly (SB 479) are now in effect. These assessments are part of the ACT suite and provide diagnostic type information about students' readiness for career and college in the areas of math, science, and English. The goal is to ensure that students are career and college ready before attempting college level work and should lead to a reduction in developmental or remedial courses for students graduating high school and entering higher education.</p>	<p>Board of Community Colleges/UNC Board of Governors and NC Independent Colleges and Universities</p>	
<p>7. Equitable Access to eLearning The General Assembly should ensure statewide equity of access to distance and virtual learning experiences across K-20 education. In order to provide that support, the General Assembly should continue the following:</p> <p>a. Investments should be continued in the following areas:</p> <ul style="list-style-type: none"> • \$19 M investments in the School Connectivity Initiative to ensure all LEA's are connected to NC Research Education Network (NCREN) with sufficient broadband connectivity. This state investment enables the LEAs to leverage its use to receive federal 	<p>Action by the General Assembly in the modification of the Appropriations Act 2011 H950 engrossed 6/13/12 (http://www.ncleg.net/Sessions/2011/Bills/House/PDF/H950v5.pdf) authorized continued funding for School Connectivity and modified the NCVPS funding formula to provide greater flexibility per recommendation of the eLearning Commission.</p>	<p>State Board of Education</p>	<p>June 30, 2012</p>

<p>With the rapidly growing use of virtual teaching and learning by North Carolina's K-12 teachers and students, and the increase in the number and types of organizations potentially serving as <u>Virtual Course Providers</u>¹, it is essential that quality assurance standards and processes be put into place for both virtual course content and virtual teaching. These standards and processes should be based upon those established for traditional face-to-face course content and teachers, adapted in response to the requirements of virtual teaching and learning and the national and state guidelines for virtual courses. Specially, the eLearning Commission recommends the following:</p> <p style="text-align: center;">A. K-12 Virtual Learning Committee</p> <ol style="list-style-type: none"> 1. The State Board of Education (SBE) should establish a North Carolina K-12 Virtual Learning Committee to be responsible for quality assurance of K-12 virtual learning. This Committee will: (a) develop the specific standards and metrics required to implement the recommendations provided below; (b) monitor the application of the standards; and (c) recommend actions to the Department of Public Instruction and State Board of Education in cases when the standards are not met. 2. The NC K-12 Virtual Learning Committee will develop requirements for virtual teaching and course content based upon: (a) the NC requirements for traditional classroom teaching and course content; (b) the National Standards for virtual teaching and course content developed by the International Association for K-12 Online Learning (iNACOL) and the Southern Regional Education Board (SREB); and (c) the <i>Standards for Approval of Online Courses</i> approved by the NC State Board of Education in December 2012. <p style="text-align: center;">B. Virtual Provider Data Requirements</p> <ol style="list-style-type: none"> 1. Each Virtual Course Provider will submit a quality assurance monitoring plan for review and approval by the K-12 Virtual Learning Committee, and then be responsible for implementing their 	<p>legislation passed by the General Assembly that requires NCVPS to establish standards for virtual learning (Section 7.22.(h) of SL 2011-145 http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf) and the policy for <i>Standards for Approval of Online Courses</i> adopted by the SBE at its December 2011 meeting. The intent of this effort is to provide guidance to LEAs about standards for successful virtual learning to help them as they select other virtual providers at the local level.</p>	<p>Education</p>	<p>2012</p>
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¹ "Virtual Course Provider" will be used in this document to refer to any provider of virtual courses for credit to K-12 students in NC, including the K-12 NC Virtual Public School, public schools, charter schools, non-profit or for-profit education services providers, or any other type of organization that provides virtual courses.

<p>plan. The Committee will set the guidelines for these plans.</p> <p>2. Each Virtual Course Provider will be required to collect and retain accurate data that may include but is not limited to the following:</p> <ul style="list-style-type: none"> a. The courses offered and the number of class sections of each one provided each semester². b. The number of classes taught per semester by each teacher. c. The total number of students taught per semester by each teacher. d. The credentials and experience of each teacher in both face-to-face and online teaching (see section D below). e. The results of the Teacher Evaluation Process, as adapted for virtual teaching (see section D below) for each teacher. f. The number of students who initially register for each class. g. The number of students who successfully complete each class. h. Students' grades. i. Students' performance measures on relevant state and district assessments. j. Students' responses to items on a anonymous student survey to be provided by the K-12 Virtual Learning Committee, based upon the student survey being implemented as part of the NC Teacher Evaluation Process. k. For each class, documentation that effective online or blended learning teaching practices are being utilized. Other data to be determined by the K-12 Virtual Learning Committee. <p>3. The required data will be made available to the K-12 Virtual Learning Committee.</p> <p>4. The required data will be made publically available in appropriate summary form to protect teacher and student confidentiality.</p> <p>C. Virtual Course Provider Program Administrators</p> <p>The Virtual Course Provider program administrators will be responsible for: (a) ensuring that the course content meets NC Curriculum Standards; (b) monitoring course progress and teaching</p>			
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² Summer session class offerings will have the same requirements as those defined for a semester.

<p>quality through observing virtual course interactions and monitoring data of student-teacher interactions; (c) conducting evaluations of all teachers using the version of the NC Teacher Evaluation Process to be adapted for virtual courses (see section D below). The Virtual Course Provider program administrators responsible for course quality assurance and teacher evaluation must be certified as NC School Administrators and have additional training and experience to prepare them for their roles as administrators of virtual learning programs.</p> <p style="text-align: center;">D. Teachers</p> <ol style="list-style-type: none"> 1. Teachers of K-12 virtual classes are required to have an NC Standards Professional 2 (SP2) Educator's License in each subject area and grade level they are teaching, so that they have already demonstrated competency in classroom teaching and subject matter expertise. In addition, teachers of K-12 virtual classes will be required to have: (a) successfully completed an approved course in online pedagogy, communications and technology, or provide evidence of having obtained these competencies through other experiences; and (b) successfully completed practicum in which they served as a student teacher or co-teacher with an experienced virtual class teacher who provided coaching and mentoring. 2. In order to ensure that each teacher can play an active role and interact sufficiently with each student, a full time virtual teacher's class load will be determined by based class size appropriate for student learning in virtual environments as determined by current research. 3. The North Carolina Teacher Evaluation Standards will be adapted to apply to virtual teaching. This adaptation will incorporate relevant elements from the NCVPS Evaluation Tool for Online Teaching (as described in <i>LFI 2: Standards for Approval of Online Courses</i>, approved by the NC State Board of Education in December 2011). The adaptation will include the sixth Teacher Evaluation Standard on evidence of student achievement gains that is in process of being added as part of the Race to the Top requirements. Virtual Course Provider program administrators will be required to apply the adapted 			
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<p>Teacher Evaluation Standards to evaluate all teachers of virtual courses.</p> <p style="text-align: center;">E. Course Content</p> <ol style="list-style-type: none"> 1. The NCVPS Evaluation Tool for Online Courses and the process for implementing course evaluations (as described in <i>LFI 2: Standards for Approval of Online Courses</i>, approved by the NC State Board of Education in December 2011 2012) will be applied to all K-12 Virtual Courses. 2. The role on the NC Virtual Public School in conducting these virtual course content evaluations should be reconsidered in light of the potential conflict of interest in having one Virtual Course Provider responsible for reviewing the course content of others. One option may be to use a third party evaluator with expertise in virtual or eLearning learning. 			
<p>9. North Carolina Virtual Public School. General Assembly should repeal Section 7.22.(k) of SL 2011-145 (http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf) to allow other funds to be used to support NCVPS operational costs including instructional support, course development, and evaluation when needed without penalizing the LEAs.</p>	<p>This section was not repealed but modified to provide greater flexibility in fund availability for virtual based on the commission's request.</p>	<p>General Assembly</p>	<p>June 2012</p>
<p>10. Virtual Learning K12 The eLearning Commission believes that all students should have access to high quality eLearning opportunities in P20. Based on that belief, the eLearning Commission recommends that the State Board of Education do an independent cost analysis, curriculum review, accountability/assessment review of virtual education services requested by LEAs and charters, including nonprofit, for profit, NCVPS and other state entities offering virtual education learning.</p> <p>The commission further recommends that the State Board of Education delay further actions related to virtual charter learning until</p>	<p>The goal of this recommendation is to ensure that NC sets standards, accountability, and funding options for virtual learning based on the needs of LEAs and charters and the most recent research on effective practices of virtual learning.</p> <p>As noted in recommendation # 8 there is rapidly growing use of virtual teaching</p>	<p>State Board of Education</p>	<p>June 2012</p>

<p>this analysis is complete and guidelines are established for non brick and mortar charter schools.</p>	<p>and learning by North Carolina's K-12 teachers and students. NC's investment in the NC Virtual Public School that serves K12 is the second fastest growing state supported virtual school in the nation and has proven successful in increasing flexible learning options for students. Changes made to the NCVPS statute in 2012 allows for greater flexibility including developing partnerships with other vendors, marketing courses to other states and non public school students.</p> <p>One area that has not been well defined in NC is quality standards, accountability and funding for virtual charters. Based on national and state policy review, cyber or virtual charters are rapidly growing however; policies for quality standards, accountability and funding are not well defined. According to the National Governor's Association (NGA) which is providing technical assistance "virtual chartering is a relatively new phenomenon that requires additional research into appropriate policy strategies." In addition, review of NC charter policies found that the policies addressed "bricks and mortar" charters which is also the case with the majority of other states.</p>		
<p>11. Virtual Learning Access- Higher Education All institutions of higher education that enroll students living outside of North Carolina in online courses are subject to the rules of the state in which the student receives the instruction. Each state has unique</p>	<p>As noted for K12, the use of virtual or distance learning is rapidly growing in higher education. NC continues to offer more degrees on line than any</p>	<p>University of North Carolina System, NC Independent</p>	<p>June 30, 2012</p>

<p>rules and procedures governing the permissions process. The current situation is that without any statewide coordination each North Carolina community college, college and university must independently obtain permission from every state in which a student might reside while taking an online course.</p> <p>The eLearning Commission makes the following recommendations to save resources and ease the process for every institution in North Carolina.</p> <ol style="list-style-type: none"> 1. It is recommended that the governing agencies including the UNC, NCICU and the NCCCS participate in efforts that would create a common application process for permission to offer online courses and efforts such as those by the Presidents' Forum and SREB to create national or regional reciprocity agreements for institutions offering online courses. 2. It is recommended that the General Assembly expedite approval of efforts that would create common application processes and national or regional reciprocity agreements. 3. It is recommended that the eLearning Chair create a task force that includes participation by the UNC, NCICU, and the NCCCS be created under the auspices of the eLearning Commission to collaborate on the processes of determining state requirements and permissions and share information about specific experiences with the various states. The task force would disseminate the information to all institutions in the state. The task force would serve as a resource for the Legislative and Executive branches on the proposed efforts mentioned in recommendation #1. 4. It is recommended that the NC State Attorney General's office participate with the task force (#3) in interpreting state guidelines for obtaining permission to offer online courses in the various states. 	<p>other state however, as with K12 issues surrounding standards, accountability and funding and traditional policies for "bricks and mortar" present a challenge. Therefore, recommendations 9 and 10 address options for how higher education may begin to address support of eLearning.</p> <p>Hope Williams, President of the Independent Colleges and Universities has made contact with Scott Ralls, President of the NC Community College System and Tom Ross, President of the University System to begin the process for addressing recommendation 9.</p>	<p>Colleges and Universities, and the NC Community College System</p>	
<p>12. Virtual Learning Tuition Inequities</p> <p>The eLearning commission recommends that UNC-GA implement and support its constituent campuses in a process to reduce the tuition inequities created when UNC moved to the SCH-based model as</p>	<p>NC State has announced that they are implementing the proposal as recommended in the Removing the Distance Education (DE) Tuition</p>		<p>June 2012</p>

reported in the <i>Removing the Distance Education (DE) Tuition Penalty – Financial Analysis Report</i> (attached to this document).	<p>Penalty document as of the start of the 2012-2013 school year.</p> <p>This report proposes a process to reduce the tuition inequities created when the UNC moved to the SCH-based model. While the legislative intent was that both enrollment funding and tuition load would be identical for regular term and DE, the structural differences between the FTE-based and SCH-based tuition and fee models create inequities. The result of these inequities is that full-time students who take a mixture of DE and regular-term courses generally pay more tuition and fees than they would if they took all of their coursework either on campus or by DE, while part-time students taking a mix of DE and regular-term courses generally pay less tuition and fees than they would otherwise. These inequities present a significant barrier to moving towards a blended learning model; i.e., a model in which students work towards their degree through a combination of on-campus and DE instruction.</p>		
13. State STEM Strategy Part 1 The Governor directs the State Board of Education and the Governor's Education Transformation Commission to incorporate the Lieutenant Governor's and the Joining Our Business and Schools (JOBS) Commission's work on the development of a comprehensive state STEM strategy into their STEM initiatives.	<p>*ACCOMPLISHED*</p> <p>This recommendation has been achieved and a statewide STEM strategy has been developed through the STEM Advisory panel to the JOBS Commission and the Education Cabinet, which identifies attributes of a STEM school and a STEM program.</p>	State Board of Education and GETC	Dec 2011
14. STEM Strategy Part 2	eLearning Commission acknowledges		June

<p>The eLearning Commission recommends the Governor, General Assembly, other Executive Departments and private sector partners support the priority projects agreed to by the education systems via MOUs to create a Statewide STEM Scorecard, STEM Web Portal, Network of Schools & Programs, and Public Awareness Campaign to increase understanding, alignment and returns on public investment improve student, educator and workforce outcomes.</p> <p>The eLearning Commission further recommends to immediately increasing alignment, understanding and returns on previous investments by having this public/private partnership utilize the framework, technology, and web tools of the eLearning Portal website in the design and creation of a Statewide STEM Portal.</p>	<p>and applauds the creation of the NC STEM Learning Network by the JOBS Commission, SBE, DPI, NCCCS, NCICU, UNC and other public and private partners.</p> <p>The STEM Learning Network is being facilitated and coordinated at the NC Science Mathematics and Technology Center to align, advance and increase the impact of STEM initiatives across K20 education systems with North Carolina's workforce needs. Funding to support this work is provided through grant funds from Battelle and in-kind support from the participating agencies.</p>		2012
Technology Infrastructure			
<p>15. Shared Services for P20</p> <p>SEE STATUS</p>	<p>The Governor directed the SBE to develop a plan for implementing this work with an update back to her and the commission due April 1, 2012.</p> <p>Phil Emer presented the revised report to the SBE at its October meeting which has been incorporated into the statewide plan for School Technology and is attached for your review.</p>	State Board of Education	April 2012
<p>16. The Governor directs the State of North Carolina Chief Information Officer (CIO) and the North Carolina Office of Information Technology Services (ITS) to evaluate and modify as necessary the process by which ITS provides procurement and project management support to DPI and NCCCS. The State CIO should report findings of this evaluation to the Governor by June 30, 2012.</p>	<p>The feedback received from DPI and NCCCS outlines that the ITS process today focuses less on expert consultancy from ITS and more on reporting tools and administrative process. There is little value add in such support. The original intent of legislation giving ITS oversight over the procurement process</p>	NC Office of Information Technology	June 2012

	<p>for DPI, NCCCS and other state agencies was to drive efficiency and aggregation of demand for common procurements. The goals of the legislation were to have ITS technology and procurement experts assist with requirements definitions for procurements and then ITS would look across state agencies for similar demand and aggregate it for efficiency. DPI and NCCCS have provided feedback that the ITS process does not add value in specialized procurements related to educational applications, tools and large bandwidth procurements. The process is most effective in Statewide bulk purchases where the negotiation of state contracts for local circuits, client devices (PC's, laptops, etc) and common productivity applications drive tremendous cost savings.</p> <p>ITS and the State CIO have a tremendous opportunity to learn from DPI and NCCCS as both agencies and their constituent institutions implement shared services on a wide scale. Shared services implementation could greatly increase the areas where bulk purchasing efficiencies are possible. The ITS study should include some analysis of how ITS will be informed by the work of these education focused entities in shared services.</p>		
<p>17. Longitudinal Data System</p> <p>The eLearning chair directs the Infrastructure committee to work in collaboration with the group that developed the unfunded Statewide</p>	<p>This recommendation is partially complete: The USED awarded the \$4M in June</p>	eLearning Commission	TBD

<p>Longitudinal Data Systems (SLDS) grant application to ensure that an aggregated PreK-20 statewide intelligent data-mining and dynamic reporting system is developed. The reporting process will take steps to ensure the security and confidentiality of the data in order to ensure the protection of any individual's data that is part of an LDS. The system or process should have as its goal to yield information in a format that can be used to assist with policy and resource decisions at the state level and locally for personal learning plans for students, professional development plans for instructors, and resource-allocation decisions for institutions, districts, and entire systems. A scope of work outlining the requirements for a plan of implementation of a Statewide LDS should be developed no later than February 28, 2011. It is further recommended that the eLearning Commission staff along with other appropriate P20 staff seek funding sources including grants, federal, state and private funds to implement the Statewide LDS.</p>	<p>to implement the capacity of the state's Preschool to Workforce Statewide Longitudinal Data System (SLDS). Further through SL 2012-133 HB 964 North Carolina Longitudinal Data System An Act to create the North Carolina Longitudinal Data System and governing board; and to provide that private colleges and universities, nonpublic schools, and the North Carolina Independent Colleges and universities are not liable for a breach of confidentiality caused by the act or omission of a state agency, local school administrative unit, community college, or constituent institution of the University Of North Carolina.</p>		
<p>18. Unified Data System. The eLearning Commission recommends that the General Assembly provide \$150K for the Statewide Longitudinal Data Systems (SLDS) team to retain a third party consultancy skilled in data systems to execute and document a study of data system usage. The study should address data governance, data system operations, data access, and data use no later than December 31, 2012. The study should specifically address the following questions and data system details:</p> <ol style="list-style-type: none"> 1. Data governance. The data that is gathered, the questions that are asked, the conclusions are drawn, and what agency or agencies are responsible for supporting data system activities need to be carefully considered and appropriately governed. 2. Data system operations. A sustained and operations and funding strategy for the data system specified in the (\$4M) LDS grant beyond the finite scope provided within the context of the grant. 3. Data system access. Who will have access to the data system? Legislative staff? OSBM and fiscal research? NC citizenry? NC 	<p>Please see recommendation 17 for an update.</p>	<p>University of North Carolina System, NC Independent Colleges and Universities, and the NC Community College System</p>	<p>Dec 31, 2012</p>

Industry groups?			
4. Data use. What reports should be generated automatically by the system? What on-demand capabilities must the system provide to its users? Are there any real-time reporting requirements envisioned?			
Broadband/Marketing			
19. eLearningNC.gov Personalization The eLearning Chair directs the eLearning Commission portal staff to work in collaboration with the RttT Cloud Team to add the personalization functionality to eLearningNC.gov.	The Scope of Work for the personalization eLearning portal is incorporated as a part of the NCCLOUD work in RttT. An RFP is in process for this work and the SOW is attached to this document for your review.	eLearning Commission and State Board of Education	June 2012
20. ePortal Sustainability. The ePortal Sustainability Working Group, comprised of members of the commission and commission advisers with extensive eLearning marketing and content expertise, has filed a detailed report which demonstrates that the content licensing, tuition and partnership models for out-of-state students, international students and institutions can provide new revenue streams for the state and sustain the K20 ePortal initiative, provide for growth for our in-state eLearning resources and continue North Carolina's leadership in education. Therefore it is recommended that the North Carolina Legislature: <ol style="list-style-type: none"> Authorize the development of the registration / revenue collection /content tracking /personalization system to manage the new revenue. Participation of individual K20 institutions in the use of this system will be voluntary. Several sectors, institutions and on-line content providers such as NCVPS, the Community College System and select university higher ed institutions have already expressed interest in supporting a statewide effort. Fund the NC eLearning Commission's ePortal project to generate a detailed business plan to deliver NC's eLearning content beyond our state's borders through a strategic content licensing 		eLearning Commission and State Board of Education	Dec 2012

<p>initiative.</p> <ul style="list-style-type: none"> d. Authorize the marketing and licensing of our states eLearning assets to out-of-state and international institutions. e. Continue North Carolina's leadership and leadership in K20 eLearning education. f. In response to the eLearning Commission mandate to develop a plan for sustainability for the North Carolina ePortal (eLearningNC.gov), and in consideration of a plan and approach submitted by a special designated ePortal Sustainability Task Force, it is recommended that a Request for Information (RFI) be developed by the eLearning Commission for the purpose of obtaining knowledge and information for the most effective and efficient means of creating a revenue generating business model based on the products and/or services for which commerce is sought. The RFI is for planning purposes only and shall not be considered a request for proposal (RFP) or as an obligation to acquire any service related to responses to the RFI. All interested parties including industry, academia, as well as small and large businesses are encourage to respond to provide insight into the planning and designing of a sustainability model based on revenue generation. <p>The development of the RFI represents just one area that the eLearning Commission is researching as it seeks innovative, entrepreneurial ideas and suggestions to expand the NC eLearningNC.gov Portal to become a self-sustaining eLearning partnership model that will expand eLearning worldwide through strategic alliances. This is a unique opportunity for gaining ideas and recommendations for the development of a business model for K20 eLearning services that would be accessible through the ePortal.</p>			
<p>21. Broadband Deployment Goals</p> <p>The Governor should establish and articulate tangible goals for broadband deployment and uptake in the State no later than August 31, 2012. A reasonable set of goals that are supported by technology innovation and advancement could include the</p>	<p>Action by the General Assembly in the Appropriations Act 2011-145 passed 6/16/11 http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf)</p>	<p>NC Broadband Division, NC Department of Commerce</p>	<p>August 2012</p>

<p>following:</p> <ul style="list-style-type: none"> a. By the end of Calendar Year 2013 – All NC citizens have access to affordable terrestrial or wireless broadband service that is measured and verified at least 4 mbps down and 1 mbps up. b. By the end of Calendar Year 2015 – 85% of all NC households have subscribed to broadband and all NC citizens have access to affordable terrestrial or wireless broadband service that is measured and verified at least 7 mbps down and 2 mbps up. c. By the end of Calendar Year 2018 – 95% of all NC households have access and at least 90% have subscribed to affordable terrestrial or wireless broadband service broadband that is measured and verified at least 10 mbps down and 4 mbps up. d. By the end of Calendar Year 2020, all NC households and businesses will have access to affordable terrestrial or wireless broadband service that is at least 50 megabytes down and 20 megabytes up- (National Broadband Plan 2015). 	<p>requires the transfer of the grant received by eNC to the Dept of Commerce and sunset of eNC. The NC Broadband Division has been created at the North Carolina Department of Commerce and has assumed the mission of rural broadband advocacy formerly overseen by eNC.</p> <p>Rural families are adopting the use of virtual learning, telemedicine technologies, running businesses from home and engaging in other high bandwidth activity. Rural broadband infrastructure, broadband service deployment and broadband adoption needs to keep pace with this demand.</p>		
<p>22. e-NC Sunset provision</p> <p>The General Assembly should eliminate e-NC's sunset provision so the organization can lead the boots on the ground and data gathering. State funding that can continue to provide some of the match required for the \$6.6 million federal grant will be important. e-NC is well respected nationally and will continue to apply for and receive federal funding to conduct this work if the State of North Carolina shows a commitment to e-NC. Just under \$400,000 a year in state operating funds for match, coupled with the \$100,000 a year in Golden LEAF Foundation match funding will assure that e-NC meets the requirements to utilize the full \$6.6 million federal grant for broadband activities in NC.</p>	<p style="text-align: center;">*COMPLETE*</p> <p>As directed by the NC General Assembly in the Appropriations Act 2011-145 passed 6/16/11 (http://www.ncga.state.nc.us/Sessions/2011/Bills/House/PDF/H200v9.pdf) 2011, the e-NC Authority worked with the National Telecommunications Information Administration (iin the US Department of Commerce) to transfer the SBDD grant for operations of the state broadband initiative to the NC Department of Commerce.</p> <p>Governor Beverly Perdue and her staff worked with the e-NC Authority to work through the numerous requirements of</p>	<p>eNC/Office of the Governor/NC Department of Commerce</p>	<p>On Going</p>

	<p>the NTIA for the grant transfer approval to affect the transfer without losing the grant funds. This has now been confirmed by the NTIA, as having been approved by the NTIA, and now is at NIST for contract changes. The staff of the e-NC Authority has now transferred to the NC Department of Commerce to run the grant program from NTIA in a division newly names as Broadband NC. The Director of the e-NC Authority elected not to remain with the state broadband initiative grant.</p>		
<p>23. Broadband Subsidies</p> <p>The General Assembly should continue its investments in subsidies for broadband providers who deploy services in underserved areas but become more specific in the oversight of these funds. These investments should become more targeted toward the most underserved areas identified in the NC DOC – NC Broadband Division mapping process and verified by the boots on the ground surveys. The RFP process established by eNC should be used by NC DOC – NC Broadband Division to determine grantees for awards for broadband deployment. This should continue. Some stipulations surrounding the funding should include:</p> <ol style="list-style-type: none"> An RFP like process should be structured to distribute these funds. The funds would only be distributed to one applicant per identified service region. Applications should require both a public and private partner and define how public and private will work together on implementation These funds should be available for capital equipment and construction program management costs These funds should be leveraged by a minimum of 100% (a 1 to 1) matching investment by the applicant. The match can be a 	<p>A million dollars in broadband deployment incentive funds was awarded by the North Carolina Department of Commerce’s Broadband NC division in Calendar Year 2012. This investment should continue and grow as specific areas of need are developed.</p> <p>Matching requirements should be waived for broadband providers who leverage BIP and BTOP infrastructure to secure these funds.</p>	NC Broadband Division, NC Department of Commerce	May 2012

<p>combination of in-kind resources and cash.</p> <p>e. Awardees should be subject to detailed reporting requirements that are verified by NC Broadband Division.</p> <p>f. Since incentive subsidies will be given to Providers, Providers should agree to price points for service; technical support levels and service level agreements regarding reliability of service.</p> <p>g. The desired price point for service would be between \$20-25/Month for speeds outlined in the Governor's goals.</p> <p>h. A select subcommittee supported by staff work from the NC Broadband Division should be the review committee and recommend to the Governor the awardees</p>			
<p>24. Rural Broadband Task Force.</p> <p>The Governor directs the Rural Broadband Taskforce, under the direction of MCNC, to develop an advisory group, representative of broadband providers and users. This advisory group will recommend a framework for private sector, non-profit sector and public sector partnerships which will result in broadband service enhancement and broadband service uptake in areas where adoption lags due to a lack of competition or a lack of education on the benefits of broadband use.</p> <p>NC Broadband, a division of the NC Department of Commerce, will provide technical assistance to this group. Special incentive funding might be made available to partnerships of public/private organizations that undertake a program to assist in completing this mission. The advisory group should annually publish its findings outlining the progress that has been made with these public/private partnerships.</p>	<p>The advisory group has published its work plan and a timeline leading to a first set of recommendations to be published. A public event unveiling recommendations is set to publish in August 2012 according to this work plan.</p> <p>Reference the attached report for broadband.</p>	MCNC	August 2012
<p>25. Leverage the MCNC Middle Mile</p> <p>The non-profit organization, MCNC, which operates the North Carolina Research and Education Network (NCREN) raised \$42M in private matching funds (including \$8M from its own MCNC endowment and \$24M from the Golden LEAF Foundation) and</p>	<p>MCNC is leading the nation in miles installed on its first round BTOP 1 project with the build complete. All fiber from round 1 will be in service by the end of March. Private partner, FRC, has</p>	MCNC	August 2013

<p>applied for and received \$104M in Federal Recovery Funds. This funding will, by August of 2013, create a 2600 mile, contiguous middle mile broadband network in 79 mainly rural counties in the State. This new NCREN network will directly serves Community Anchor Institutions (CAIs) (CAIs are defined as k12 schools, universities, community colleges, public health facilities, hospitals, libraries, public safety facilities) and allow these CAI's to substantially grow their bandwidth use without increases in fees or costs for their connectivity.</p> <p>In addition, 10 telephone coops, independent telcos, electric membership cooperatives and cable companies received a total of \$250 M in loans and grants from the US Department of Agriculture's BIP program.</p> <p>The State and the Rural Broadband Advisory Group should seek ways to leverage the MCNC middle mile and the BIP funded networks to enhance broadband services to all Community Anchor Institutions including those not served by NCREN.</p> <p>The Rural Broadband Advisory Group should also recommend how the MCNC middle mile and BIP networks can be leveraged to introduce enhanced broadband service offerings into areas where fiber optic infrastructure is lacking to scale to the future of anticipated consumer and business needs. Anticipated growth rates in needs for broadband capacity, both fixed and mobile, over the next decade to two decades should be used to guide this work</p> <p>The State should also seek additional BIP and BTOP funds as they become available.</p>	<p>been selling access rights to private carriers in the areas of the round 1 build (Southeast and Western part of the state).</p> <p>On round 2 BTOP, MCNC began the build in July 2011 and has installed over 450 miles of the 1300 miles of conduit and has secured rights to another 400 miles of existing fiber. MCNC expects this project to be completed by July of 2013. ECC technologies is assisting MCNC in marketing the commercial capacity on the BTOP round 2 fiber.</p> <p>Ten rural based North Carolina telecommunications companies, cable companies and electric membership received BIP funding and are deploying their networks. Many of these are rural Fiber to the Home builds. These companies will be able to serve customers to the standard outlined in the broadband deployment and adoption goal of the commission.</p>		
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